Private Colleges Accreditation Board

Annual Report

1 April 2003 – 30 June 2004

PRIVATE COLLEGES ACCREDITATION BOARD

11th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta T5J 4L5
Phone (780) 427-8921

30 June 2004

Honourable Dr. Lyle Oberg
Minister of Learning
204 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Dr. Oberg:

On behalf of the Private Colleges Accreditation Board, I have the honour of providing you with the 19th Annual Report for the period from 1 April 2003 to 30 June 2004. As this will be the Board's last annual report I would like to take this opportunity to highlight some of the Board's achievements over the past 20 years.

In reviewing some of the historical materials for the Board, I was struck by the unique manner in which Alberta was able to incorporate private post-secondary institutions into the broader post-secondary system. The use of affiliation agreements with the University of Alberta provided a useful way to mentor private colleges as well as to build trust in the ability of these small institutions to offer students high quality educational opportunities. The establishment of PCAB as an autonomous accreditation agency, however, provided the necessary next step to allow these institutions to offer their own baccalaureate degrees and in doing so, to earn their place in this system. The commitment and expertise of Board members from the public, from private institutions, and from the universities, as well as the leadership of a very skilled secretariat, facilitated the kind of decision making and monitoring that built respect not only within the post-secondary system in Alberta but across Canada. Our recent interprovincial meeting about quality assurance provided an opportunity to hear, from our provincial partners, how much Alberta's pioneering work in the accreditation of degrees at private institutions has been valued.

The annual reports of PCAB tell only part of its successful story. The student and faculty stories at the nine private institutions that have accredited degree programs give real life to the dynamic outcomes of this 20-year initiative. Thus, as we close our operations we celebrate the work of these institutions and anticipate the development of a new era of quality assurance that is built on the foundation of good processes and good relationships.

Respectfully,

Dianne K. Kieren, PhD, PHEc
Chair

1. Introduction

The Private Colleges Accreditation Board (PCAB) was established in 1984 by an amendment to Alberta's *Universities Act*. It is authorized to make recommendations to the Minister of Learning with respect to baccalaureate degrees, other than those in Divinity programs, which may be offered by Alberta private colleges. With the concurrence and support of the Minister of Learning, authority to offer degrees may be granted by Order in Council.

The primary work of the Board is to receive and review applications from private colleges for accreditation of baccalaureate programs, and to conduct periodic evaluations of accredited programs. The Board has established conditions which must be satisfied by a college proposing to offer a degree program so that each approved program meets acceptable academic standards. These conditions include, in part: an appropriate curriculum, a sufficient number of suitably qualified faculty members, an organizational structure designed to support academic programs, appropriate library and learning resources, evidence of continuous improvement, and sufficient financial resources available to support the programs.

Nine private colleges have been authorized to offer degree programs since 1984. Augustana University College, Canadian University College, Concordia University College of Alberta and The King's University College are authorized to offer three-year and four-year Bachelor of Arts and Bachelor of Science programs. Taylor University College and Seminary, Canadian Nazarene University College (also known as Nazarene University College), Alliance University College (formerly Canadian Bible College), and St. Mary's University College (formerly St. Mary's College) may offer three-year and four-year Bachelor of Arts programs.

Several of the private colleges have been authorized to offer other degree programs: Canadian University College may offer a four-year Bachelor of Business Administration program; The King's University College may offer four-year Bachelor of Commerce and four-year Bachelor of Music degree programs; both Concordia and King's are authorized to offer two-year Bachelor of Education (after degree) programs in elementary education; Concordia may offer a two-year Bachelor of Environmental Health (after degree) program and a four-year Bachelor of Management degree program; and Augustana may offer four-year Bachelor of Management in Business Economics and Bachelor of Music programs. The DeVry Institute of Technology-Calgary may offer the following four-year programs: Bachelor of Technology in Computer Information Systems, Bachelor of Technology in Electronics Engineering Technology, and Bachelor of Business Operations.

2. End of an Era

The most notable event that has impacted PCAB during the reporting period was the introduction of the new *Post-secondary Learning Act* and its provision to establish the Campus Alberta Quality Council (CAQC). As CAQC will provide advice to the Minister of Learning with respect to the

quality of proposed degree programs at both public and private institutions, PCAB will be discontinued. Consequently, the Board stopped receiving new applications for degree programs after February 2004, and completed its work by June 2004. Immediately following the June meeting, a wind-up celebration of PCAB's 20 years of work was held at Concordia University College of Alberta. Both current and past Board members as well as representatives from the nine private institutions authorized to offer PCAB-accredited degrees attended.

3. Membership of the Board

The Board consists of thirteen members appointed by the Minister of Learning: a chair, four members of the public, four university academic staff members nominated by the Universities Co-ordinating Council, and four private college academic staff members nominated jointly by their presidents. In addition, the Minister designates an official from his Department to attend meetings in a non-voting capacity. The part-time services of an executive officer, as well as other Secretariat staff are provided to the Board by the Minister.

During the reporting period, the following individuals have served the Board.

Chair
Dianne Kieren

Public Members
Ivan Bernardo
Patricia Cavill (from June 2003)
Dennis Kadatz
Marcel Labbe
Jim Wachowich (to May 2003)

University Members
Shamsul Alam
Lynn Bosetti
Ken Collier
Todd Rogers (to December 2003)
Gretchen Hess (from January 2004)

Private College Members
Catherine Eddy
Jim Barmby (from August 2003)
David Neale
Harry Prest (to August 2003)
Kevin Quast (to June 2003)
Dale Schlenker (from July 2003)

Executive Officer
Marilyn Patton

Board's Code of Conduct

The Board has an approved Code of Conduct for its members and all Board evaluators. The Code addresses the participation of Board members and its evaluators in issues that may be perceived as being in a conflict of interest. It is intended to provide guidance for members to ensure all activities of members are carried out in a professional and ethical manner.

4. Activities of the Board

Accreditation Process

In April 1998 the Board implemented a revised accreditation process for private colleges applying to offer undergraduate degree programs. The requirement that a private college have a track record of affiliation with an Alberta university was eliminated and replaced by an organizational evaluation.

For applicants that have not offered a PCAB-accredited degree, the accreditation process includes an initial review by the Accreditation Committee to determine if the application is complete and ready for review by the Board. The Board then determines if the application should proceed or not. If everything is in order, the applicant undergoes an organizational evaluation and the Board hires a team of external experts to support the evaluation. The team uses the Board's tool, "Framework for Organizational Evaluation", to assess the college's ability to mount and sustain degree programs. The evaluation looks at the extent to which the college has created sustainable processes within the organization, the extent to which its financial and operational resources are adequate to sustain the learning processes students will experience, and the link between students' experiences and demonstrable needs.

If the Board is satisfied with the organizational evaluation, a second team of evaluators is chosen to review and assess the proposed degree program(s). The team uses the Board's "Framework for Program Evaluation" tool to assess the proposed programs to ensure that the level of learning achieved is consistent with baccalaureate programming and that the program(s) are comparable in quality to other similar degree programs offered elsewhere. The Board also conducts an on-site visit to the college and meets with college officials.

Based on the outcome of these evaluations, the Board decides whether or not to make a positive recommendation to the Minister. The Minister may recommend that the Lieutenant Governor in Council issue an Order in Council authorizing the college to offer the accredited degree program.

The 1998 revisions to the accreditation process also included a move to partial self-financing of the Board by recovering the costs of evaluations and assessing an annual continuing accreditation fee and an application fee. As well, the Board requires private colleges to have appropriate financial security for each accredited program before it can be offered.

Evaluation Teams

An important component of the accreditation process is the use the Board makes of evaluation teams. Depending on the circumstance, the Board employs three types of teams in evaluating programs and monitoring the operation of private colleges:

- *Organizational evaluation teams* assist the Board in examining the extent to which the systems and processes of the college are clearly established to achieve excellence in learning.
- *Program evaluation teams* help ensure that baccalaureate degree programs offered by private colleges are of an acceptably high quality, and comparable in quality to other degree programs in Alberta and Canada.
- *Comprehensive evaluation teams* are used to help fulfill the Board's obligation with respect to periodic evaluations of colleges offering accredited degree programs.

All evaluation teams are thoroughly prepared by the Secretariat. Teams have an orientation meeting with the Chair and Executive Officer of the Board prior to their site visit, and are provided with a comprehensive binder outlining their roles and responsibilities, detailed information about the program and/or the college, and a sample of a previous report. Team members also have the opportunity to provide feedback about their experience and offer suggestions for improving the review process.

Evaluators are typically academics from universities, institutions with accredited programs in Alberta, and where warranted, institutions in other provinces. The final decisions on all matters relating to an evaluation team rest with the Board, including the team's membership and its terms of reference.

During the reporting period, three program evaluation teams and two comprehensive evaluation teams were used by the Board.

New Applicants

This accreditation process was designed to accommodate a broader range of institutional types and, potentially, a greater diversity of baccalaureate programs. During 2003-2004, the Board began its review of two applications from institutions not authorized to offer a Board-accredited degree program. By the end of the reporting period, Alliance University College was authorized to offer a 3-year Bachelor of Arts, a 4-year Bachelor of Arts in Christian Studies, and a 4-year Bachelor of Arts in Music, and St. Mary's University College was authorized to offer a 3-year Bachelor of Arts and a 4-year Bachelor of Arts in English.

Consideration of Other Program Proposals

In addition to proposals from applicant institutions not authorized to offer a Board-accredited degree program during the period, the Board continued to receive and review new program proposals from colleges that already had authorization to offer specific PCAB-accredited degree programs.

Orders in Council were signed in the reporting period for the following PCAB-approved degree programs:

Canadian Nazarene University College
- 4-year Bachelor of Arts in English
- 4-year Bachelor of Arts in Music

Concordia University College of Alberta
- 4-year Bachelor of Management

The King's University College
- 4-year Bachelor of Arts in Politics, History and Economics

Taylor University College and Seminary
- 4-year Bachelor of Arts in English
- 4-year Bachelor of Arts in Psychology

During the reporting period, the Board also considered two 4-year degree program proposals and one new concentration at two private colleges. The Board approved both 4-year degree program proposals and the concentration, although by the end of the reporting period, the Orders in Council for the 4-year degree programs had not yet been signed.

Periodic Reviews

The *Universities Act* requires that the Board establish procedures for the periodic review of the operations of the private colleges offering accredited programs. Two procedures are employed for this purpose. One is the submission by the college of an Annual Report each November for consideration by the Board. A second procedure is a comprehensive evaluation which occurs after 5 years and 10 years of the time the college was awarded its first degree program.

The comprehensive evaluation has four components: the college's Self-Study, the report of an external evaluation team, the response by the college to that report, and a visit to the college campus by the Board. The Board has completed first comprehensive evaluations of Augustana, Canadian, Concordia and King's, as well as second comprehensive evaluations of Augustana and The King's University College. During the reporting period, second comprehensive evaluations were completed for Concordia and Canadian. First comprehensive evaluations for Nazarene, DeVry-Calgary, Taylor, Alliance and St. Mary's are scheduled for 2005-2006, 2006-2007, 2007-2008, 2009-2010, and 2009-2010, respectively.

The Board also asks the private colleges with accredited degree programs to submit an Annual Report to the Board each November. Each June the Board reviews its reporting requirements to ensure the information being requested is useful and relevant (see section on Committees). These reports are consolidated and examined by the Board with a view to assuring that the quality of the programs remains high. Also included in the consolidated document is a comparative table of basic indicators which is prepared by the Secretariat (see Table 1, Addendum A). The 2002-2003 Annual Reports were considered at the December meeting of the Board. Enrolment and graduate statistics drawn from the reports of the colleges are included in this Annual Report as Tables 2 and 3 in Addendum A.

Pan-Canadian Quality Assurance

The Board's Executive Officer has been in regular dialogue with the secretariats of quality assurance agencies in British Columbia and Ontario since their start up. Ontario's Postsecondary Education Quality Assessment Board commenced its work in 2001, while British Columbia's Degree Quality Assessment Board began its work in 2003. This regular communication has resulted in closer collaboration between the agencies.

In February 2004, the Chair, Executive Officer and the Secretariat's Manager of Policy and Planning, along with members of Alberta Learning, including the Deputy Minister, attended an interprovincial meeting in Toronto on post-secondary education quality assurance. The Chair made a presentation on Alberta's extensive experience of dealing with private degree providers, while the Executive Officer presented on Alberta's transfer system and credential recognition. Both presentations were well received and this reflected positively on the work of the Board.

An outcome of this conference was the establishment of a pan-Canadian Working Group on Quality Assurance of Degree Programming, consisting of officials from the secretariats supporting the agencies responsible for quality assurance of degree programming in Alberta, British Columbia and Ontario, as well as an official from the secretariat of the Council of Ministers of Education, Canada. The Board's Executive Officer represents Alberta on the Working Group. The Working Group began discussions in March 2004 and will continue to meet to explore the possibility of a pan-Canadian approach to quality assurance of degree programs.

5. *Accreditation Handbook*

The *Accreditation Handbook* documents the Board policies and procedures for dealing with proposals from private colleges seeking to offer accredited undergraduate degree programs.

A number of changes to the *Handbook* were adopted during 2003-2004. Members adopted changes to the *Handbook* with respect to periodic evaluations (Article 3.13), qualifications of academic staff (Article 9.6) and forms of evaluation (Article 17.2).

In addition, members adopted new and revised guidelines with respect to Education programs. In December 2003, The Minister of Learning lifted the moratorium with respect to the approval of Bachelor of Education programs at private colleges. Subsequently, the Board received a Letter of Intent from a private college seeking to offer a four-year Bachelor of Education degree. In preparation for reviewing the full proposal, the Board adopted new guidelines (Article 8.19) for four-year Bachelor of Education programs. The following guidelines were also modified: Board general procedures (Article 5.4), specific Bachelor of Education Board procedures (Article 5.5), and Bachelor of Education after degree areas of study (Article 8.20).

6. Board Committees

During the reporting period, a transition committee was struck to prepare a document to be forwarded to the Minister that would capture operating principles the Board has found useful, and outline the key recommendations that PCAB wished to make to the Campus Alberta Quality Council.

7. Communication with Presidents

The Board continued its policy of participating in effective communication with institution presidents. From time to time the Chair and Executive Officer meet with the presidents of the private colleges authorized to offer accredited degree programs. The Board distributes proposed *Accreditation Handbook* changes to presidents for comment prior to making them effective, notifies them of pertinent agenda items prior to each Board meeting, and provides a summary of meeting outcomes, where appropriate.

8. PCAB's Web Site

As a means of communicating with its stakeholders and members of the public, the Board has developed its presence on the Internet. In addition to providing information about the Board and a list of the programs it has accredited, the site includes the following:

- the *Accreditation Handbook*, *Annual Report* and *Management Plan*, in portable document format (pdf);
- Instructions and Sample Forms to assist the colleges in completing their annual report; a Fee Schedule; a summary of the revised Accreditation Process; a Checklist and Financial Table for new applicant private colleges; a "Statement of Institutional Integrity" which is required from institutions submitting applications or program proposals to the Board; a "Common Curriculum Vitae" template for information to be included in each CV submitted to the Board;
- a "What's New" page which flags changes to the *Handbook* and any new initiatives and directions; and
- links to the Web sites of each private college with accredited degree programs.

As the table below indicates, activity on the PCAB site (http://www.pcab.gov.ab.ca) has been considerable during the reporting period. The number of unique visitors to the site has increased significantly since April 2003.

	Web site	Accreditation Handbook	Annual Report	Management Plan
Total # of visits during reporting period	19,275			
Total # of downloads during reporting period		3,570	1146	888

9. Administration

The Secretariat assists the Chair and the Board in their activities by providing advice on matters of policy and procedure, organizing meetings, helping to set meeting agendas, and preparing publications. It also provides information in response to inquiries from various agencies, prospective applicants and members of the public about matters related to private colleges and accreditation. To facilitate their work, the Board's Executive Officer or delegate serves as an advisory member on all external evaluation teams.

As a branch of Alberta Learning, members of the Secretariat also participated in various committees and meetings. For example, the Secretariat's Director participated in regular meetings with the Public Institutions and Private Institutions branches with respect to program approvals.

The Secretariat supports both the Private Colleges Accreditation Board and the Alberta Council on Admissions and Transfer. As of March 2004, the Secretariat consists of:

- Marilyn Patton, Director
- Marena Fakli, Manager of Operations
- Guy Germain, Manager of Policy and Planning
- Kyra Kubrak, Production Assistant
- Kathy Selk, Office Manager

ADDENDUM A

Table 1
BASIC INDICATORS FOR FOUR YEARS
1999-2000, 2000-01, 2001-02 and 2002-03

	Years	Augustana University College	Canadian Nazarene University College[1]	Canadian University College[4]	Concordia University College of Alberta[5]	DeVry Institute of Technology - Calgary[2]	The King's University College	Taylor University College & Seminary[3]
STUDENTS								
FLE Students	2002-03	877.77	113.90	390.34	1,148.25	873.00	535.39	200.62
(in all university-level programs)	2001-02	819.17	104.07	362.99	1,115.75	1,255.00	475.36	208.01
	2000-01	793.62	63.07	384.36	1,131.05	N/A	451.71	N/A
	1999-00	749.32	N/A	338.78	1,041.05	N/A	431.40	N/A
Number of graduates	2002-03	152	29	48	268	102	120	37
(PCAB programs)	2001-02	130	23	46	246	23	112	28
	2000-01	127	13	40	205	N/A	127	N/A
	1999-00	158	N/A	40	231	N/A	107	N/A
STAFF								
Teaching staff: Number	2002-03	100	18	48	160	58	93	33
	2001-02	97	19	46	149	63	85	29
	2000-01	95	15	51	135	N/A	87	N/A
	1999-00	87	N/A	52	148	N/A	88	N/A
Teaching staff: FTE	2002-03	59.27	10.42	37.48[6]	92.85	49.5	47.49	12.88
	2001-02	60.52	10.00	35.28	88.40	53.0	45.38	13.75
	2000-01	58.23	8.80	39.57	85.71	N/A	42.11	N/A
	1999-00	57.89	N/A	37.38	82.61	N/A	37.41	N/A
University-level students/	2002-03	14.81	10.93	10.41	12.37	17.60	11.27	15.58
FTE teaching staff	2001-02	13.54	10.41	10.29	12.62	23.70	10.48	15.13
	2000-01	13.63	7.17	9.71	13.20	N/A	10.73	N/A
	1999-00	12.94	N/A	9.06	12.60	N/A	11.53	N/A

Table 1 *continued ...*

Table 1
BASIC INDICATORS FOR FOUR YEARS
1999-2000, 2000-01, 2001-02 and 2002-03

	Years	Augustana University College	Canadian Nazarene University College[1]	Canadian University College[4]	Concordia University College of Alberta[5]	DeVry Institute of Technology - Calgary[2]	The King's University College	Taylor University College & Seminary[3]
FINANCIAL DATA								
Full-time Tuition (per two terms)	2002-03	$5,330	$6,390	$8,640	$5,072	$8,980*	$5,983	$5,600
	2001-02	$5,120	$5,970	$8,224	$4,925	$8,390*	$5,704	$5,200
	2000-01	$4,890	$5,430	$7,840	$4,695	N/A	$5,425	N/A
	1999-00	$4,695	N/A	$7,840	$4,470	N/A	$5,208	N/A
LIBRARY								
Library expenditures per FLE university-level student	2002-03	$546	$911	$810	$678	N/A	$869	$958
	2001-02	$562	$773	$857	$661	N/A	$936	$809
	2000-01	$606	$1,251	$840	$589	N/A	$876	N/A
	1999-00	$546	N/A	$1,028	$617	N/A	$828	N/A
Library expenditures as a % of general operating expenditures	2002-03	3.5%	5.0%	3.3%	4.5%	N/A	6.6%	6.0%
	2001-02	3.5%	4.9%	3.6%	4.6%	N/A	6.7%	5.7%
	2000-01	3.8%	4.2%	3.0%	5.2%	N/A	6.5%	N/A
	1999-00	3.4%	N/A	3.0%	5.2%	N/A	6.4%	N/A
FLE students per library staff	2002-03	125.9	48.0	92.6	106.0	N/A	83.7	50.2
	2001-02	126.6	45.0	79.8	107.0	N/A	75.5	52.0
	2000-01	114.0	32.0	79.7	127.0	N/A	71.4	N/A
	1999-00	112.0	N/A	75.6	125.0	N/A	68.0	N/A
% of library expenditures devoted to library personnel expenditures	2002-03	58.9%	69.8%	60.6%	59.2%	N/A	53.0%	66.7%
	2001-02	62.6%	75.0%	62.7%	56.8%	N/A	51.3%	71.4%
	2000-01	56.6%	75.0%	55.8%	56.7%	N/A	55.3%	N/A
	1999-00	56.0%	N/A	60.1%	54.6%	N/A	59.0%	N/A

1. Canadian Nazarene University College was authorized in July 2000 to offer its first degree program. The College began reporting annually to the Board in 2000-01.
2. DeVry Institute of Technology - Calgary was authorized in January 2001 to offer its first degree programs, and began to report annually to the Board in 2001-02.
3. North American Baptist College was authorized in July 2001 to offer its first degree programs, and began to report annually to the Board in 2001-02. It became Taylor University College and Seminary in 2002.
4. Prior to the 2000-01 reporting period, Canadian University College's Revenues and Expenses tables did not include amounts for High School or the Masters degree program. Beginning in 2000-01, these amounts were reported under Business Enterprise so that the Revenues and Expenses tables would agree with the College's audited financial statements.
5. Prior to the 2000-01 reporting period, Concordia's Revenues and Expenses tables did not include amounts for High School or Student Association Fees. Beginning in 2000-01, these amounts were reported under Business Enterprise so that the Revenues and Expenses tables would agree with the College's audited financial statements. As well, Concordia changed accounting systems in 2001. Therefore, financial data may not be comparable to that from previous years.
6. Previous years included approximately 4.5 FTE teachers in BEd degree program offered through a Partner-Campus Agreement with Union College.

* Based on 2 terms of study.

Source: Annual Reports to the Private Colleges Accreditation Board of the Private Colleges with Accredited Degree Programs (Sixteenth Annual Report, 2002-2003). November 2003.

Table 2
2002-2003 STUDENT FULL-TIME EQUIVALENT ENROLMENTS AT ALBERTA PRIVATE COLLEGES WITH ACCREDITED DEGREE PROGRAMS[1]

	Augustana University College	Canadian Nazarene University College	Canadian University College	Concordia University College of Alberta	DeVry Institute of Technology - Calgary	The King's University College	Taylor University College & Seminary
PCAB – Approved Degree Programs							
BACHELOR OF ARTS – 3 Year							
Total	289.30	79.0	94.94	615.50		185.60	91.99
BACHELOR OF ARTS – 4 Year							
Behavioural Science		32.0	23.81				
Biology	0						
Computing Science	0						
Economics	15.48						
English	22.20		12.62	3.10		17.94	0
Environmental Studies						16.06	
History	28.93						
Modern Languages	6.40						
Music	14.50		7.87	0.20		3.18	
Politics, Hist and Economics						0	
Physical Education	54.84						
Psychology	66.62			30.50		57.53	0
Religion & Theology							36.52
Religious Studies			61.16	5.90			
Sociology	12.40						
Total	221.37		105.47	39.70		94.71	36.52
TOTAL ARTS	**510.67**	**111.0**	**200.40**	**655.20**		**280.31**	**128.51**
BACHELOR OF SCIENCE – 3 Year							
Total	118.84		50.72	203.65		31.77	
BACHELOR OF SCIENCE – 4 Year							
Biology	91.34		47.06	2.80		38.29	
Chemistry				5.50		11.68	
Computing Science	28.37					22.36	
Environmental Sci/Stds	19.98			2.0		22.02	
Mathematics				0			
Physical Education	15.80						
Psychology	11.63		0				
Total	167.12		47.06	10.30		94.35	
TOTAL SCIENCE	**285.96**		**97.78**	**213.95**		**126.12**	

[1] No entry means that the College is not authorized to offer the program. An entry of 0 means there were no enrolments in the accredited program.

Table 2
2002-2003 STUDENT FLE ENROLMENTS AT ALBERTA
PRIVATE COLLEGES WITH ACCREDITED DEGREE PROGRAMS

	Augustana University College	Canadian Nazarene University College	Canadian University College	Concordia University College	DeVry Institute of Technology - Calgary	The King's University College	Taylor University College & Seminary
BACHELOR OF BUSINESS ADMINISTRATION			18.81				
BACHELOR OF COMMERCE						48.83	
BACHELOR OF EDUCATION (AD)				133.70		64.50	
BACHELOR OF ENVIRON HEALTH (AD)				25.20			
BACHELOR OF MANAGEMENT Business Economics	51.86			0			
BACHELOR OF MUSIC	19.58					15.63	
BACHELOR OF BUSINESS OPERATIONS					191.0		
BACHELOR OF TECHNOLOGY IN COMPUTER INFORMATION SYSTEMS					283.0		
BACHELOR OF TECHNOLOGY IN ELECTRONICS ENGINEERING TECH					140.0		
UNCLASSIFIED				90.30			
TOTAL PCAB DEGREE STUDENTS Total	868.07	111.0	316.99	1118.35	614.0	535.39	128.51
Other University-Level Programs	9.70	2.90	73.34	29.90	259.0		72.11
TOTAL BY INSTITUTION	**877.77**	**113.90**	**390.34**	**1148.25**	**873.0**	**535.39**	**200.62**

Source: Annual Reports to the Private Colleges Accreditation Board of the Private Colleges with Accredited Degree Programs (Sixteenth Annual Report, 2002-2003). November 2003.

Table 3
2002-2003 DEGREE GRADUATES AT ALBERTA
PRIVATE COLLEGES WITH ACCREDITED PROGRAMS

	Augustana University College		Canadian Nazarene University College		Canadian University College		Concordia University College		DeVry Institute of Technology - Calgary		The King's University College		Taylor University College & Seminary	
	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year	Current Year	Past Year
BACHELOR OF ARTS (3-Year)	72	59	26	23	14	18	143	138			43	61	31	23
BACHELOR OF ARTS (4-Year)														
Behavioral Science			3		2	4								
Economics	2	5												
English	5	7			1	3	3	1			3	2		
Environmental Studies											4	3		
History	5	3												
Mod Lang/Phys Ed	2													
Music	0	2			2	2	0	0			0	0		
Physical Education	12	8												
Physical Ed/Sociology	1	0												
Politics, History and Economics											0	0		
Psychology	10	12					18	17			12	9		
Psychology/Sociology		0												
Religion & Theology													6	5
Religious Studies					10	6	5	0						
Sociology	6	6												
TOTAL ARTS	**115**	**102**	**29**	**23**	**29**	**33**	**169**	**156**			**62**	**75**	**37**	**28**
BACHELOR OF SCIENCE (3-Year)	18	16			10	8	20	24			7	7		
BACHELOR OF SCIENCE (4-Year)														
Biology	9	4			6	3	1	1			3	0		
Chemistry							7	1			1	1		
Computing Science	3	5									3	0		
Environ Sci/Stds	4						2	2			5	3		
Math							0	0						
Physical Education	0	1												
Phys Ed/Environ	1	0												
Psychology	0	1												
TOTAL SCIENCE	**35**	**27**			**16**	**11**	**30**	**28**			**19**	**11**		

Table 3 *continued ...*

Table 3
2002-2003 DEGREE GRADUATES AT ALBERTA
PRIVATE COLLEGES WITH ACCREDITED PROGRAMS

	Augustana University College		Canadian Nazarene University College		Canadian University College		Concordia University College		DeVry Institute of Technology - Calgary		The King's University College		Taylor University College & Seminary	
	Major/ Concen-tration	Past Year	Major/ Concen-tration	Past Year	Major/ Concen-tration	Past Year	Major/ Concen-tration	Past Year	Major/ Concen-tration	Past Year	Major/ Concentration	Past Year	Major/ Concentration	Past Year
BACHELOR OF BUSINESS ADMIN (4-Year)					3	2								
BACHELOR OF BUSINESS OPERATIONS (4-Year)									34	12				
BACHELOR OF COMMERCE (4-Year)											6	0		
BACHELOR OF MANAGEMENT (4-Year)							0	0						
Business Economics	2	0												
BACHELOR OF ENVIRONMENTAL HEALTH (4-Year)							1	0						
BACHELOR OF TECHNOLOGY IN COMPUTER INFORMATION SYSTEMS									51	5				
BACHELOR OF TECHNOLOGY IN ELECTRONICS ENGINEERING TECHNOLOGY									17	6				
BACHELOR OF EDUCATION (2-Year)														
Elementary							68	62			31	25		
BACHELOR OF MUSIC (4-Year)	0	1									2	1		
Total 2002-2003	**152**		**29**		**48**		**268**		**102**		**120**		**37**	
Total 2001-2002	**130**		**23**		**46**		**246**		**23**		**112**		**28**	

Source: Annual Reports to the Private Colleges Accreditation Board of the Private Colleges with Accredited Degree Programs (Sixteenth Annual Report, 2002-2003). November 2003.

Addendum B

Publications of the Accreditation Board

Accreditation Handbook, Fourth Edition, February 1998

The *Handbook* documents the basic policies and procedures of the Board for dealing with proposals from private colleges seeking authority to grant degrees. A number of revisions have been incorporated in the document since its publication in 1998. The current version with amendments to January 2004 is available on the PCAB Web site.

A Guide for Teams Conducting Comprehensive Evaluations of Accredited Programs

The guide provides information for external evaluation teams with respect to their role and responsibility when evaluating accredited programs within the framework of the comprehensive evaluation process. It is reviewed before each comprehensive evaluation and updated as required.

A Guide for Teams Conducting Evaluations of Proposed Programs

The guide provides information for external evaluation teams with respect to their role and responsibility when evaluating proposed programs. It is reviewed before each program evaluation and updated as needed.

A Guide for Teams Conducting Organizational Evaluations

The guide provides information for external evaluation teams with respect to their role and responsibility when conducting organizational evaluations of first-time applicants. The "Framework for Organizational Evaluations" is included. The guide is reviewed before each organizational evaluation and updated as needed.

Instructions and Sample Forms for Annual Reports to the Private Colleges Accreditation Board of the Private Colleges with Accredited Programs, Sixteenth Edition, June 2003

The Board requires that private colleges submit an annual report to the Board each November. This document provides instructions with respect to the format and content of this annual reporting. Each year the instructions are reviewed and amended as needed.

Management Plan, 2003-2007, June 2003

The Plan lists the known activities of the Board during a five-year span.

Private Colleges Accreditation Board: Annual Report

The Board reports annually to the Minister of Learning.

A number of these publications can be downloaded from the Accreditation Board's Web site at <http//www.pcab.gov.ab.ca>.